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HOW PROCESS APPROACH WORKS IN ARGUMENTATIVE WRITING

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Abstract. The teaching of English writing skills at the college level centers much on non-fiction or scientific writing skills. This is certainly due to the importance of writing a scientific work in the form of essays, articles, final assignment papers and thesis for a student (Anderson, 2009). Of the many types of writing, writing an argumentative essay turns into an academic prima donna for college students since it is able to train them thinking more critically. By habitually writing argumentative writing, a student's sensitivity to opinions and controversial issues around him is more honed. Styslinger (2014) says that writing or argumentative essays are more of an interest in the game of logic, which then involves the claims, facts, justifications and arguments against a thing. The present study elaborates an approach to writing an argumentative essay which is simply known as a process approach. A process approach is aiming students stay focus on steps of writing since the approach provides chronological order. This study later contributes to number of knowledge of writing and academic references for students of English.

Key words: Process Approach; Argumentative Writing

A. INTRODUCTION

One of the language productive skills is writing. The terms of writing have several meanings. Many experts have proposed the definition and explanation of writing. Writing is one of the language skills that are indirectly used in communication. Writing skills are not found in nature, but must go through the process of learning and practicing. By its nature, writing is both a productive language skills and receptive. Lado (1986) states that writing as foreign language needs skills and ability to use vocabulary, structure, and their conditional representation in usual writing situation.

Writing can also be seen as a form of communication. Hartfield et al (1983:36) says that writer can communicate with other persons and transfere his or her massages through writing. Eventhough in a long distance or in abroad. Writing is considered to be a difficult language skill to master since writing is dependent upon the progress of others skills. In other words the mastery of the features of language.

The term of ability is defined as skill or 'power'. Concisely, writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed. Additionally, in communication the ideas to the readers, the writer should not only consider about his own intention but also about the readers understanding of the paragraph. It is all the writer can not communicate his messages without the existence of the readers. On the other hand, the readers can not receive the messages clearly if the paragraph does not carry the writers messages.

Besides the principles in writing that mentioned above , Muchsin (1990: 29) also states that there are also some ways or guideline in learning writing as follow:

1. Making the diction; choosing the correct words
2. Making the effective sentences that build interest the readers

3. Forming the paragraphs that are arranged based on the topic or main idea.
4. Arranging sentences into paragraph.
5. Limiting and developing based on topic of the paragraph.
6. Choosing the types of the paragraph.

B. THE COMPONENTS IN WRITING

Styslinger (2014) states that there are at least three components incorporated in the skills of writing, such as:

1. Mastery of written language, which will serve as medium of writing, include the vocabulary, sentence structure, paragraphs, spelling, and pragmatics.
2. Mastery of the content essay according to the topics to be written.
3. Mastery of the types of writing, how to assemble the content of the writing through written language to form a desired composition, such as essays, articles, short stories or paper.

In addition, good writing has a flow, content and linguistic items. In terms of plot, good writing has a sequential reasoning, and sustainable. In terms of content, good writing contains information that are completely accurate and scientifically justifiable truth. And in terms of language, a good essay are using correct spelling, varied diction, use effective sentences and coherent paragraphs.

Put simply, writing is an activity of optimizing creativity and self-expression in the form of writing. Widyamartaya (2006) says that the Activity of making up is a conscious and directed human activity which then produces a paper. The results of a writing may vary which are then generally categorized into two types; fiction and non fiction. The teaching of English writing skills at the college level centers much on non-fiction or scientific writing skills. This is certainly due to the importance of writing a scientific paper in the form of essays, articles, final assignment papers and thesis for a student (Anderson, 2009).

Of the many types of writing, writing or argumentative essay into student academic prima donna because it can train students of good academic language. By habitually writing argumentative writings, a student's sense of self towards opinions and controversial issues around him is more honed. Styslinger (2014) says that writing or argumentative essays are more of an interest in the game of logic, which then involves the claims, facts, justifications and arguments against a thing. In addition, for more pragmatic reasons, Antara (2015) asserted that absolute argumentative writing ability is a requirement for students who wish to continue their education to the next level, especially abroad.

Although it is believed that argumentative essay writing skills can be mastered through training activities, but the presence of textbooks as a supporter of material mastery and the process of writing the essay is not fully organized well. Not as it appears recently, where the resources are accessed freely over the internet whose source and author are not necessarily reliable. In fact, Muslich (2009) asserted that books or teaching materials that are in line with the mandate of the curriculum is the most important part for the implementation of education goes smoothly. A teacher can manage learning activities more effectively with good books, modules or supplements, especially if the teaching materials are really capable of exploring the competencies of the students maximally.

Argumentative Essay

Cahyana (2006) states that the argument comes from the word argument which means reason. Argumentation is one type of paragraph that expresses an idea, opinion, or attitude accompanied by reasons so that the reader understands and justifies it, to reinforce the reason, the author may include supporting data in the form of facts, examples, observations, and etc. Argumentation is divided into two kinds, namely inductive argumentation and deductive argumentation. Inductive argument is a thinking process that departs from one or a number of individual phenomena to derive a conclusion. Inductive argument is a process of thinking of things that are peculiar to the general thing (Keraf, 1995).

Process Approach

Tompkins and Hoskisson (1995) describe the process approach in writing into five stages.

Pre-writing

At this stage a learner gathers ideas and information and tries to create a skeleton or outline to be written. Here teachers or lecturers can collaborate through brainstorming, clustering, or listing ideas so that they can write themes and topics that suit their interests and desires. To be able to find the subject matter of the essay to be written, it can be done in the activity of exploring ideas through brainstorming. Through this activity also educators can find out how wide the schemata of a student related to the matter or topic to be discussed.

Writing Drafts

The second stage in the writing process is writing a draft. In the writing process, students write and filter their writing through a number of concepts. During the drafting stage, students focus on gathering ideas. Activities in this stage include: 1) writing rough drafts, 2) writing concepts main, and 3) emphasize content development. Drafting is a stage where students organize and develop ideas that have been gathered through brainstorming activities in the form of rough drafts.

Revising

During the improvement phase, the author filters the ideas in their writing. Students usually end the writing process once they end and complete the rough draft, they believe that their writing is complete. Revision is not a refinement of writing, the revision is to meet the needs of the reader by adding, replacing, eliminating, and reconstructing the writing materials.

Editing

Refinement is the preparation of writing to the final form. Up to this point, the main focus of the writing process is on the contents of the author's writings with the focus of changing on mechanical errors. Authors perfect their writing by correcting spelling and other mechanical errors.

Publishing

In the final stages of the writing process, the authors publish their writings and refine them by reading the opinions and comments given by other friends or students. At the publishing stage students publish the results of writing through the sharing of writing.

Writing an Argumentative Essay Based Process Approach

Learning to write an argumentative essay based approach to the process includes five stages: pretrial writing, drafting, revising, editing, and publishing. First, the prewriting stage is the preparation stage for writing. This stage is very important and decisive in the next writing stages. Most of the time writing is spent in this stage. The things students do in this stage are: (1) choosing a topic, (2) identifying the reader, (3) identifying the purpose of writing, (4) considering the form of writing, and (5) drawing up ideas. Second, the stage of writing a draft is that students write rough drafts based on ideas that have begun to be considered at the prewriting stage with more emphasis on content rather than mechanical elements in the form of spelling, use of term, or structure. Third, a revised phase that focuses on improving the content of writing. The things that need to be done in this stage are: (1) reread the entire draft, (2) discuss the draft writing with the group, (3) participate in giving positive feedback about the group's writing, (4) change or revise the paper with pay attention to reactions, comments and feedback from friends or lecturers. Fourth, the things that students need to do in the editing phase are: (1) quick reading of their writing, (2) to mark the existing mechanical errors, including: spelling, use of term / vocabulary, and structure of writing, (3) editing based on input from a group of friends or lecturers. Fifth, the final stage of writing, ie publishing papers. At this stage, students publish their writing in the appropriate form or share the inscription with the prescribed reader. The reader can be a classmate or a lecturer. The forms of writing that can be used are books, journals, reports, or other writings. The determination of this form of writing is determined by agreement.

Regarding the explanation above, the present study aims to answer how process approach works in argumentative writing.

C. METHOD

The design of this study was classroom action research. It was called CAR because the research focused on a particular problem and a particular group of students in a certain classroom. Sugiyono. (2013) states that classroom action research is an action research which is carried out at the classroom that aim to improve learning practical quality. Millis defines an action research as any systematic inquiry conducted by teachers or researchers, principals, and school counselors in the teaching and learning environment to gather information about (a) how their particular school operates, (b) how teachers teach, and (c) how well their students learn.

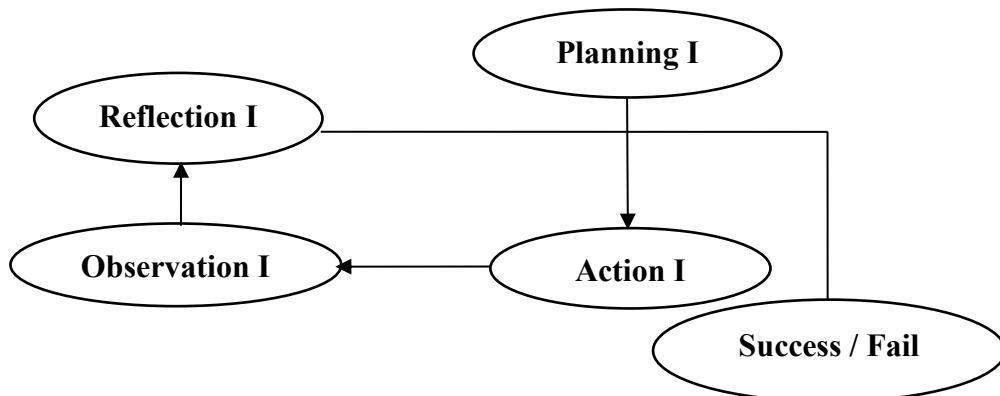
In line with that statement, the researcher will describe about the improving students' writing skill in argumentative paragraph through individual and critical themes in the second semester students' of IKIP Budi Utomo Malang academic year 2014/2015. Based on the definition above the implementation of classroom action research is enable to give improvement of the quality of teaching and learning of school in education since it can diagnose and solve the problem in teaching learning activity.

Furthermore, CAR is a sequence research activity, that has purpose to improve learning quality, that was done by collecting data or information systematically through four steps: planning, acting, observing, and reflecting.

Therefore, there are elements to this study:

1. This research was an activity to improve an object by using an appropriate methodology rules for getting data and information and then analyze to solve problem.
2. Acting was an activity that was done for certain purpose, in cycle sequence form activity.
3. Class was group of students when at the same time, receive same lesson from their teacher.

This classroom action research was conducted in one cycle which covers the activities of planning the action, implementing the actions, observation, and the reflection (Kasbolah, 1999:80). In the planning stage, the lesson plans were designed and instructional material were prepared. Then the implementation stage, the activities arranged in the lesson plan were implemented. Finally, reflection was made to know whether or not the teaching and learning result achieve the expected result. The action would be stopped if the students' score writing ability through individual pictures in the first cycle achieved the standard score required. In contrast, this research would be continued to the second cycle if the standard score required could not be achieved in the first cycle. The design of this classroom action research used the action research model of Adnan (2010: 92). The design of this research is illustrated in the following diagram.



In this research, the researcher uses observation, interview, documentation, and test, as the ways to collect the data

Findings

The Result of Observation

In this research the writer uses observation to know the teaching English learning process, especially in writing argumentative paragraph, and the facilities that are available in the institution.

In learning English process, the lecturer has used the curriculum 2006 although not at all to be done. The lecturer uses the curriculum as the basic of the teaching and learning process. In other word, the writer also takes the research or takes observation in IKIP Budi Utomo Malang to obtain the supporting data about the teaching of writing, the curriculum being used, the technical usage in teaching writing, the media used in teaching writing, the students' difficulties in writing, the book used in teaching English and the facilities counseling room.

In order to know the real situation and condition in the classroom, the researcher did the observation. Apparently, the student were reluctant to write. They also were afraid to make mistakes because they hesitant would make mistakes in arranging and make the sentences. So, they have difficulties to write correctly.

The Result of Interview

The English lecturer said that in teaching process, the lecturer uses some books as source and material. In this case, the researcher also interviewed the English lecturer to find the supporting data related to the problem faced by the students in writing lesson. And the lecturer gave information that the students still have any problem in writing. When teaching writing in clasroom, the researcher found that the students' writing problem were lack of making sentences logically and critall . But, after applying the process approach, the students became easier to make those sentences.

The Result of Documentation

Documentation was used to get the. supportig data about the names of the respondents. The respondents of the research were in the fourth semester students' of IKIP Budi Utomo Malang academic year 2014/2015. There were 36 student taken as the respondents of the research

Reflection of the Action

After implementing the action by applying the process approach, the research could reflect that in the fourth semester students were able to achieve the target score, both in process evaluation and product evaluation.

At the first meeting, they participated actively in the classroom during the action although there were some students that still slow and jumbled when the researcher ask them to write a argumentative paragraph. But, the use of process approach could focus the students' attention and make the student enjoyed the writing activity. As result, they were motivated to practice writing without being afraid or hesitant.

At the second meeting, the condition of the students seemed to what they had in first meeting. They were so active, it caused they had gotten a same lesson but in different topic, as result, they still enthusiasly to participate in the writing class.

At the third meeting, the situation and condition of the student seemed to what they had in both meeting before. They were so active, still enthusiastic to paticipate in the writing teaching learning process, although in different topic. As result, the teaching learning process make the student excited and enjoyfull. Next, the product evaluation in form of writing test at the could be done easily.

D. CONCLUSION

Based on the data analysis, the conclusion of this research is that the impelemtnation of process approach can improve the writing skill of argumentative paragraph in the fourth semester students' of IKIP Budi Utomo Malang academic year 2014/2015. The finding as the conclusion of this research can be shown that this research is conducted through one cycle with using the classroom action research method. The result of writing test or having analyzezed the

data, the researcher found that the student score had increased, it is about 81,25. It is means that it had achieved the standard passing score, or minimum score's criteria which is 75. Further, the percentage of each components of product evaluation result which include content, organization, vocabulary, mechanic, and grammar was in good and excellent category. Moreover the result the process evaluation had fulfilled the target. More than 85% students were actively involved in writing activities. Furthermore the student paid more attention to the material given by the lecturer. The students also enjoyed learning and practicing writing by using process approach because it is very interesting and seem logical. In additional, by using the process approach, the student became more focused in writing when they had to make a argumentative paragraph. Meanwhile, for the lecturer, the use process approach could help the lecturer to motivate the student, and also minimize teaching time. In summary, process approach works very well to improve the tenth grade students' writing ability at fourth semester students of English department of IKIP Budi Utomo Malang.

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